# Japanese International School

## Inclusion Policy

### 1.0   Our beliefs

'Through a positive learning environment, the Japanese International School respects the diversity of its community and provides quality education by empowering students to think, create, discover, solve problems, become responsible citizens, and achieve their personal best.' JIS Mission Statement

> 'Inclusion is more about responding positively to each individual's unique needs.
> Inclusion is less about marginalizing students because of their differences.' *(Learning Diversity in International Baccalaureate Programmes, p.3)*

At JIS, we strive to provide all children with access to an education that gives them the opportunity to achieve their personal potential. We believe that children learn best in an inclusive environment, which welcomes diversity and nurtures self-esteem. JIS teachers collaborate to provide differentiated instruction which meets different learning needs and styles. Time to reflect on differentiation practices is a regular component of collaborative planning discussions and staff professional development. (Refer to Staff Essential Agreement on Differentiation.)

At JIS, we provide Student Support Services to support students who may need extra help in order to access the curriculum and students who need further extension. The Student Support Coordinator is part of the collaborative planning, teaching and assessment team in each year group and, where possible, will offer support within the classroom context.  However, there will be times when students may need additional support outside the classroom. This may be for a short or extended time, depending on the student's needs.

The viewpoints of all stakeholders, including the child's will be taken into account when working out how to help the student achieve their personal best.

At JIS, we celebrate our diverse language profile of our students. In the past, students who had a mother tongue other than English, were sometimes withdrawn from the class in order to improve their English ability.  However, in line with current research on multilingualism and IB philosophy, EAL (English as an additional language) students are supported within the classroom context wherever possible. A child's need to use his/her mother tongue to scaffold their understanding across the Programme of Inquiry is respected.

### 1.2   Definitions

**SEN** - Special Educational Needs describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age.

**EAL** - Students are defined as being EAL students if they come from a language background other than English, and may require additional support in learning English as an additional language.

**Gifted and Talented** is a phrase used to describe high ability children. The gifted are those with high ability or learning potential in one or more academic subject. The talented are those with high ability or learning potential in sport, music, visual arts or performing arts. Differentiated teaching in the classroom will provide for the majority of these

students with assistance from Student Support. For exceptional students with proven high ability JIS will liaise with external organizations/bodies to access additional programmes of study to support the curriculum.

## 2.0 Screening

JIS will provide early screening of all students to identify those that may be at risk for academic difficulty. Speech and language, reading and math screening will be conducted with all students and those determined to be at risk for developing difficulties in one or more of these areas will receive targeted evidence-based interventions.

### 2.1 Screening will include:

- *Infant Language Link* - Reception to P2

Provides early identification of pupils with difficulty understanding language.

- *Gates MacGinitie Standardized Reading Assessment* P1 - P3

The tests are intended to identify students who may need additional individual diagnosis and special instruction, as well as to determine the effectiveness of reading programmes.

- *Kathy Richardson Mathematical Perspectives: Assessing Maths Concepts* P1

These are diagnostic student interviews that analyse conceptual understanding of number. The tests are differentiated according to the children's needs and help to identify children who need further support or extension with number concepts. These interviews are also used by class teachers – particularly when the teacher needs a deeper insight into a child's conceptual development of number .

**2.2 Additional screening** may be provided for some students whose performance on whole school screening gives some cause for concern. Distinguishing between those students whose difficulties in acquiring and developing reading skills stem from experiential and instructional deficits as opposed to learning difficulties will assist JIS in providing appropriate support provision.

- *Lucid Rapid Screening* assesses:
  Phonological skills (ages 4–15)

Working memory (ages 4–15)
Phonic decoding (ages 8–15)
Visual–verbal integration
Memory (ages 4-7)

- *LASS 8-11* - The purpose of the tests is to provide a profile of the overall cognitive ability of the individual student enabling JIS to ensure that students are given appropriate support for their learning to be successful. Areas of strength and of relative weakness can be identified by the tests which may, in some cases, indicate the need for further interventions or assessments as appropriate. It is possible to reassess individual elements following interventions to monitor the impact of such.

- *COPS*:  Provides a graphical profile of pupils' cognitive strengths and weaknesses, which can then be used to identify and predict problems that they are likely to encounter in learning. By identifying the child's learning style and spotting potential difficulties at an early stage, teaching can be differentiated to allow for individual strengths and weaknesses, and so help to prevent failure.

- *VISUAL STRESS ASSESSMENT*:  People with Visual Stress can read with much greater ease if they cover a print with a specially treated coloured overlay. Screening can help to identify which colour is most beneficial.

## 3.0   Stages of Intervention

For those students identified as requiring assistance, intervention will be provided as follows:

**Stage 1 –**

The teacher has noticed that a student is struggling to meet the expected learning outcomes or is not being sufficiently challenged by the set learning outcomes. Adaptations made to assist the student in class, though evaluated and updated regularly, are not having the desired impact on student learning.  The teacher refers the student to Student Support outlining concerns and detailing action taken to address these.

The student's in-class performance does not match their achievement on standardized tests.

Student Support will take the lead in assessing the student's strengths and weaknesses and conduct appropriate tests/observations and report to the class teacher with any recommendations. Where possible the student will be consulted for their views on the concerns raised.

During this stage and with parental permission, school supported interventions (Speech and Language Therapist, Counsellor) may be provided.

Parents will be kept informed and consulted concerning any actions to assist a student and notified of the outcome of any intervention – (referral to Student Support and subsequent testing/observation)

**Stage 2 –**

When interventions have minimal impact and concerns remain the student may require a Support Intervention Plan (SIP) specific to their identified need.  A meeting with teachers, parents/guardians and where appropriate, the student is convened and a plan devised, with clear expectations and targets. The SIP must contain clear review dates for targets to ensure a complete process is maintained. The SIP should be copied to parents/guardians and openly shared with the student. Monitoring the effectiveness of the programme will be reviewed regularly, reporting to coincide with school reports. Targets will be refreshed as required during the year in consultation with Student Support, class teacher, parents/guardians and the student. A copy of the SIP will be placed on the server for access by teachers and education assistants working with the student.

Where a student's identified needs are being successfully addressed through the SIP but provision is deemed to be ongoing, the student will have an Annual Review where the views of all teachers and agencies working with the student, parent's/guardians and the student will be considered in the development of the following year's SIP.

Students on Stage 2 will be recommended to seek the assistance/advice/assessment from outside agencies if:

- Despite receiving additional support the student continues to make little or no progress.
- The student continues to work on the core curriculum at levels well below those expected of students of a similar age.
- The student has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the group, despite having a behaviour management programme.
- The student has sensory or physical need that requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- The student has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

**Stage 3 –**

This stage is characterised by the parents/guardians of a student consulting outside resources for formal assessment. These may include: Educational Psychologists, Speech and Language Therapists, Physiotherapists and Occupational Therapists. Parents will be asked for written permission for the school to release relevant information likely to be requested by professionals to assist in the assessment process. Parents will also be asked for any subsequent report to be viewed by the school so that any recommendations made can be appropriated into the student's training programme without delay. The report should have a direct impact on strategies and practices used within the classroom to support the student.

In the light of the report, an Individual Education Plan (IEP) may be developed. Clear review dates for all targets should be included. They will contain no more than three or four key objectives and will be written by Student Support in consultation with the teacher, parents/guardians and student. Responsibility for each of the identified criteria will be clearly identified on the IEP. Monitoring the effectiveness of the programme will be reviewed regularly, reporting to coincide with school reports. Targets will be refreshed

as required during the year in consultation with Student Support, class teacher, parents/guardians and the student. Copies of a student's IEP will be placed on the server for access by teachers and education assistants working with the student.

JIS will provide all students on Stage 3 with an Annual Review, using the following protocol:

1. Requests for information from teachers, parents, students and professionals will be made. Information will be collected in a standard form detailing targets and achievement made towards these. Student Support will collate the information ready for presentation to the parents.
2. Parents, student and, where appropriate, representation from outside agencies involved will be invited to attend the review meeting.
3. The meeting will be chaired by the Student Support Coordinator and attended by an administrative representative and where appropriate the student's teacher/s.
4. Following the review a detailed report will be produced by the Student Support Coordinator. Post review action will be identified detailing any recommendations/agreed action/outcomes. The report will be made available to all present at the meeting. (If professionals are not present at the meeting, with parental permission the report can be forwarded to them on request). Copies of the Annual Review will be placed on file with Student Support and with Administration.

Students will move between stages according to their academic and behavioural rates of progress.

Please refer to the flow chart attached below.

**4.0   Involvement of outside agencies – a whole school response.**

Meeting the needs of SEN students requires partnership which can only be effectively developed when there is clear understanding of the respective aims, roles and responsibilities of the partners and the nature of their relationship, which in turn depends on the clarity of information, good communication and transparent policies. JIS will seek to promote collaborative practice with outside agencies and be proactive in continuing to develop protocol in working with those agencies. The purpose of the protocol is to accelerate interagency initiatives, facilitating the assessment of students – providing a comprehensive and collaborative response to interagency requests for student information to contribute to an accurate assessment of the student's needs and, to provide a structured consistent response to the advice/recommendations of outside agencies ensuring that advice beneficial to the student's educational experience is effectively and efficiently put into place. Students' efforts need to be consistently monitored, their effectiveness evaluated and feedback needs to be provided to parents and professionals in a whole school response.

4.1 -  If teachers become aware of any outside agency involvement that has occurred/is occurring outside the established process, this should be brought to the attention of Student Support so that agencies can be effectively brought into the procedure.

4.2 - JIS' vision is to present recommendations/advice to parents in a cohesive way. As the review process develops, the key role of teachers in setting objectives, monitoring and evaluating the success of IEP's and providing feedback to parents will become apparent. The review process encourages team work, facilitating the dissemination of relevant information to all those working with individual students with identified need. The process will increase the effectiveness of JIS's response to individual student need.

4.3 - All requests for information from outside agencies should come via Administration or Student Support Coordinator, the purpose and remit of the request clearly defined with written parental permission having been provided prior to the information being released. Where this results in teachers providing observational reports on students, a copy of these will be kept on the students file in Student Support.

## 5.0   Organization of Support

Where specific support is recommended by an outside agency, the detailed nature of the support will be decided in collaboration with the student's teachers, parents and Student Support and where appropriate Administration.  It may involve additional staffing of the classroom, 1-1 or small group withdrawal. It may also involve staff training and development to introduce the teacher to alternative instruction strategies which might be more effective in meeting student need.

## 6.0   Privacy

Information contained in a student file is confidential. Discussion concerning a student's diagnosis, special needs and test results should only be shared with those school professionals (including other teachers) who have a need to know in order to make appropriate provision for the student. A student's diagnosis or need should not be discussed freely in public areas, including the staff room.

6.1 - If a student requires a special accommodation when a visitor joins the class e.g. the student has a hearing loss, this can be pointed out to the visitor to ensure that appropriate accommodation is made.

6.2 - Requests for information from outside agencies for the purpose of assisting assessment should be directed to the Student Support Coordinator so that a whole school response can be made and appropriate records kept on file. Permission to provide information to outside agencies and professionals must always be preceded by written permission from the student's parents. Verbal or written information concerning a student's special needs should not be provided without first checking with administration and the Student Support Coordinator.

6.3 - Sometimes  parents of a student with special needs will ask to come to a class or will arrange to have someone else to come to the class to talk with your students to give a better understanding concerning the disability that their child lives with. This can be very helpful but staff should always check with administration and the Student Support Coordinator prior to making or agreeing to any arrangement.

6.4 - The privacy of a student with special needs should always be protected in line with Hong Kong Ordinance.

## 7.0  Implementation and Review
The implementation of our inclusion policy is the responsibility of the whole of the JIS community. The promotion of the policy is the responsibility of the school Principal, the Student Support Coordinator and the PYP Coordinator. The Principal, the Student Support Coordinator and the PYP Coordinator shall also be responsible for the monitoring, development and review of this policy. The policy will be reviewed in line with school priorities identified by the JIS School Development Plan (published bi-annually).

## References

### IB Standards and Practices 2014:
### Standard A9
The school supports access for students to the IB programme(s) and philosophy.
### PYP requirement
a. The school implements the PYP as an inclusive programme for all students.

### B2:8
The school provides support for its students with learning and/or special educational needs and support for their teachers.

### C1:6
Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
### C3:10
Teaching and learning differentiates instruction to meet students' learning needs and styles.

### Key Documents
*Learning Diversity and the IB Programmes: Special Educational Needs within the International Baccalaureate Programmes,* International Baccalaureate Organization 2010
*Meeting Student Diversity in the Classroom* International Baccalaureate Organization 2013

*Language and Learning in IB Programmes* International Baccalaureate Organization 2011

*Catering for Student Differences Indicators for Inclusion* Education Bureau Hong Kong Special Administrative Government, 2008

Flow Chart for identification and procedures systems

| Stage 1 | Stage 2 | Stage 3 |
|---|---|---|

**Stage 1**

Academic, social or behaviour concerns noted which are not being fully addressed by differentiation

In school discussions take place between teacher, Student Support and Administration

Parents/guardians meet with class teacher

Formal referral by class teacher to Student Support

EVALUATION by Student Support

Student Support, class teacher, parents/guardians and the student meet

Recommendations made and documented for identified needs to be met within the current programme

Observation and monitoring during the following 6 mths

**Stage 2**

Speech and Language Therapist, Counsellor (School supported interventions)

Support Intervention Plan developed (SIP)

Teacher, parent student, Student Support consultation

Programme delivery

Refresh targets ongoing as required. Formal progress report to be included with school report card

Where support needs are ongoing the student will have an **ANNUAL REVIEW** Contributions to the review will be obtained from teachers, parents/guardians, Student Support and the student

At the discretion of the School Principal

**SUCCESSFUL** Document and continue as required

**UNSUCCESSFUL** Strong recommendation for parents/guardians to consult outside agencies for appropriate formal

**Stage 3**

Consultation with appropriate outside agencies for formal assessment

Individual Education Programme (IEP) developed on receipt of report recommendations

Consultation with Student Support, teachers, parent/guardian and the student

IEP Implemented

Targets refreshed as required in consultation with Student Support, class teacher, parents/guardian and the student

**ANNUAL REVIEW** Contributions to the review will be obtained from teachers, parents/guardians, Student Support and the student

**SUCCESSFUL** Targets refreshed

**UNSUCCESSFUL** More appropriate provision